

47:202:312: Comparative Criminal Justice Systems

Fall 2020

## COURSE INFORMATION

### Instructor Information:

Instructor: Professor Valerio Baćak, PhD

Email: [valerio.bacak@rutgers.edu](mailto:valerio.bacak@rutgers.edu)

Virtual Office Hours: By appointment.

Meeting Times: The course will be taught online and asynchronously.

Teaching Assistant: Lorena Avila Jaimes

Email: [lorena.avila@rutgers.edu](mailto:lorena.avila@rutgers.edu)

Virtual Office Hours: By appointment.

### Course Overview:

This course provides a worldwide overview of cultural and legal traditions related to crime. This worldview is used to fuel discussions about different approaches to law enforcement, criminal procedure and criminal law, corrections, and juvenile justice across different locations and cultures.

Credits: 4

Prerequisites: None.

B.S., Criminal Justice Program Learning Goals: Upon completion of the B.S. in Criminal Justice at Rutgers University-Newark, students should be able to:

1. Describe the development and functions of major criminal justice institutions (e.g., police, courts, corrections, and juvenile justice), the activities of actors within these institutions, and how they relate to one another as well as the broader social, political, and economic world.
2. Describe the mechanisms, correlates, theoretical underpinnings, and situational contexts of crime, criminal behavior and opportunity, and techniques for prevention and treatment.
3. Apply and analyze theories related to the policies and practices of the criminal justice system and its major institutions.
4. Demonstrate the ability to gather, explain, and apply empirical research in the field of criminal justice.

5. Obtain a comprehensive knowledge about the process of conducting criminal justice research, and develop the skills to conduct criminal justice research with appropriate methodologies.

Course Learning Objectives:

1. Compare and contrast organizational behavior concepts, management practices, and legal traditions of policing, court, corrections, and juvenile justice systems among different countries around the world.
2. Evaluate the role of organizations across the world in setting criminal justice policies in different nations.
3. Critique components, processes, and mechanisms involved in comparing cross-cultural criminal justice contexts.
4. Discuss current events in justice systems in various countries across the world.

Required Readings:

All required readings will be available to download on Canvas. The required readings are listed under the weekly course schedule. There will be additional required readings, such as newspaper articles, and videos that will also be posted on Canvas.

There is no textbook for the course and all the materials will be made available for free.

Course Structure:

The course will be taught online and asynchronously. All the course materials will be posted on Canvas on a weekly basis as modules. The modules will be made available at noon Monday of each week. Lectures will pre-recorded and posted on Canvas. We will also have guests talk about their research with the instructor. These conversations will be pre-recorded and made available asynchronously.

Course Schedule and Academic Readings (subject to change; additional readings on Canvas)

Week	Class Topic	Readings
1	Introduction to the course	Howard, G.J., Newman, G., & Pridemore, W.A. (2000). <i>Theory, Method, and Data in Comparative Criminology</i> . Washington, DC: National Institute of Justice, pages 139-147.
2	Comparative criminal justice theories	Howard, G.J., Newman, G., & Pridemore, W.A. (2000). <i>Theory, Method, and Data in Comparative Criminology</i> . Washington, DC: National Institute of Justice, pages 148-159. Leon, D. A., & Shkolnikov, V. M. (1998). Social stress and the Russian mortality crisis. <i>JAMA</i> , 279(10), 790-791.

3	Data and methods in comparative criminal justice	Howard, G.J., Newman, G., & Pridemore, W.A. (2000). <i>Theory, Method, and Data in Comparative Criminology</i> . Washington, DC: National Institute of Justice, pages 159-164 and 172-187.
4	Colonial and post-colonial policing	Tankebe, J. (2008). Colonialism, legitimation, and policing in Ghana. <i>International Journal of Law, Crime and Justice</i> , 36 (1), 67-84.
5	Police violence in Latin America	Chevigny, P. (1995). "São Paulo," <i>Edge of the Knife: Police Violence in the Americas</i> . New York: New Press, pages 145-180. Sierra-Arévalo, M. (2019). Police and legitimacy in Mexico City. <i>Contexts</i> , 18(4), 34-43.
6	Courts in Latin America ( <i>conversation with Andres Rengifo</i> )	Rengifo, A., Mora, P. & Mora, J. "Taking stock of procedural reforms in Colombia: Pretrial detention, due process, and accountability (1991-2021)". Forthcoming in Copp, Jennifer, Cristine Scott-Hayward and Steve Demuth, Eds. <i>Handbook of Pretrial Justice</i> . New York: Routledge.
7	Crimmigration in Europe	Aliverti, A. (2012). Making people criminal: The role of the criminal law in immigration enforcement. <i>Theoretical Criminology</i> , 16(4), 417-434.
8	Global diffusion of crime control and punishment	Wacquant, L. (2001). The penalisation of poverty and the rise of neo-liberalism. <i>European Journal on Criminal Policy and Research</i> , 9 (4), 401-412.
9	Wildlife crime ( <i>Conversation with Lauren Wilson</i> ).	Readings: TBA
10	Organized transnational crime	Reuter, P., & Tonry, M. (2020). Organized crime: Less than meets the eye. <i>Crime and Justice</i> , 49, 1-16.
11	International drug control policy	Boyum, D. & Reuter, P. (2005). "Historical Development," in <i>An Analytic Assessment of U.S. Drug Policy</i> . Washington, D.C.: American Enterprise Institute, pp. 5-13. Global Commission on Drug Policy (2014). <i>Taking Control: Pathways to Drug Policies that Work</i> . Geneva, Switzerland.
12	Nordic penal exceptionalism ( <i>conversation with Jordan Hyatt</i> )	Hyatt, J. (2020). "Prison Cells as a Grounded Embodiment of Penal Ideologies: A Norwegian-American Comparison," in Turner, J. & Knight, V. London: Palgrave.
13	Global crime decline	Tonry, M. (2014). Why crime rates are falling throughout the Western world. <i>Crime and Justice</i> , 43(1), 1-63.
14	American penal exceptionalism	Garland, D. (2013). Penalty and the penal state. <i>Criminology</i> , 51(3), 475-517.

### Course Assessment and Grading

The final grade will be assessed based upon your performance on the following:

Weekly quizzes (50%):

Students are expected to do the readings and watch lectures and videos regularly—on a weekly basis. Knowledge of these materials will be tested using weekly quizzes on Canvas. The quizzes compose half of the final grade. All the quizzes have to be completed by Friday noon of the week during which the module was released.

Midterm exam (25%):

The exam will be open book and will encompass material covered in the readings, lectures, and videos. Students are required to work independently on the exam.

Final exam (25%):

The exam will be open book and will encompass material covered in the readings, lectures, and videos. Students are required to work independently on the exam.

The following grading scale will be used for this course:

A	4.0	90-100%	Outstanding
B+	3.5	87-89%	
B	3.0	80-86%	Good
C+	2.5	77-79%	
C	2.0	70-76%	Satisfactory
D	1.0	60-69%	Poor
F	0.0	<60%	Failure

Late or Missing Assignment Policy:

Late assignments will not be accepted, unless the student has given prior notification and approval has been granted by the instructor or the teaching assistant.

COURSE POLICIES

Academic Integrity

As a member of the Rutgers University community you are not to engage in any academic dishonesty. You are responsible for adhering to basic academic standards of honesty and integrity as outlined in the Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students <http://studentconduct.rutgers.edu/academic-integrity>

Your academic work should be the result of your own individual effort, you should not allow other students to use your work, and you are required to recognize and reference any material that is not

your own. Violations of the university's policy will result in appropriate action.

### Academic Resources and Support

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Help with Technology. You can find resources and help to prepare yourself for technological aspects of taking an online course here: <https://runit.rutgers.edu/technology-launch-pad/>.

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [ods.rutgers.edu](https://ods.rutgers.edu). Contact ODS at (973)353-5375 or via email at [ods@newark.rutgers.edu](mailto:ods@newark.rutgers.edu).

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu).

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing [deanofstudents@newark.rutgers.edu](mailto:deanofstudents@newark.rutgers.edu).

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing [PALS@newark.rutgers.edu](mailto:PALS@newark.rutgers.edu) to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu). Incidents may also be reported by using the following link:

[tinyurl.com/RUNReportingForm](http://tinyurl.com/RUNReportingForm). For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu). There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: [tinyurl.com/RUNCARE](http://tinyurl.com/RUNCARE) or emailing [careteam@rutgers.edu](mailto:careteam@rutgers.edu).

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: [counseling@newark.rutgers.edu](mailto:counseling@newark.rutgers.edu) or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out TAO at Rutgers-Newark for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

For emergencies, call 911 or contact Rutgers University Police Department (UPD) by calling (973) 353-5111.

If you are interested in finding out more about

- Accelerated Master's Program (B.S. /M.A.)
- Criminal Justice National Honor Society (Alpha Phi Sigma)

Please refer to the School of Criminal Justice website <http://rscj.newark.rutgers.edu/>

Follow us, to stay up to date! @SCJ\_apps

